



# TECHNICAL AND VOCATIONAL EDUCATION IN NAGALAND- A KEY FOR DEVELOPMENT

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## ABSTRACT

Education is one of the main enterprises in India, and has always considered as a major instrument to achieve the objectives of social, economic and political development of the Nation. Technical and Vocational Education plays a vital role in the Human Resource Development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. Dr B.R Ambedkar has rightly mentioned 'No plan for the future development of the country can be deemed to be complete which does not provide for Technical and Scientific training. This is the age of machines and it is only those countries in which Technical and Scientific training has risen to the highest pitch that will survive in the struggle that will commence when the war is over, for maintaining decent standards of living for the people'. Recently University Grants Commission has approved Bachelor of Vocational Education at Under Graduate Level. It shows the need of technical and vocational education for development. On the Vocational Education it envisaged, to evolve a comprehensive scheme for our youth that would enable the country to reap the scientific and demographic dividend. In the globalised world the role of the Technical and Vocational Education is prominent in the process of development. In the state of Nagaland Technical and Vocational Education is in progressive stage. In the present paper an attempt has been made to analyse the Role of Technical and Vocational Education in the process of development and how it is acting as a developmental key.

**KEY WORDS:** Technical and Vocational Education, Nagaland, and Development.

## Introduction

The state of Nagaland was formally inaugurated on December 1, 1963 as the 16<sup>th</sup> State of the Indian union. It is bounded by Assam in the West, Myanmar (Burma) on the East, Arunachal Pradesh and part of Assam on the North and Manipur in the South. The State consists of Seven Administrative Districts, inhabited by 16<sup>th</sup> major tribes along with other sub- tribes. Each tribe is distinct in character from the other in terms of customs, languages and dress. Total population of Nagaland as per 2011 census is 1,978,502 of which male and female are 1,024,649 and 953,853 respectively. Literacy rate in Nagaland has seen upward trend and is 80.11% (15<sup>th</sup> rank) as per 2011 population census.

The development of any state depends mainly on two things. One is natural resources and another one is human resources. It is impossible to change the natural resources which ever available to the state. But, we can improve the human resources through education. In the 21<sup>st</sup> century, the role of education is increasing day by day in general and the role of technical & vocational education in the process of development is also increasing day by day in the technological and globalized world. There is no doubt at all, the demand for technical and vocational education is increasing more in the present society.

## Technical and Vocational Education

In India, Vocational Education is usually offered at secondary or senior secondary level and Technical education is imparted at various levels such as Diploma, Degree- Under Graduation (UG) and Post Graduation (PG) and Research (Ph.D.) in a specialized fields catering to the various aspects of technological development and economic progress. The term Technical education and Vocational training are sometimes used synonymously. However, as per present practice, the term Technical Education refers to post secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. The term Vocational Training refers to lower level education and training for the population of skilled or semi-skilled workers in various trades and it does not enhance their level with respect to general education.

India is one of the largest Technical and skilled manpower in the world. The impulse for creation of centres of Technical training came from the British rulers of India and it arose out of the necessity for the training of the artisans and craftsmen for the use of instruments and apparatus needed for the army, the navy and the survey department. After India's independence various commissions and committees emphasized on Technical and vocational Education, commissions like Radha Krishnan (1948), Mudaliar (1952), Kothari (1964-66), National policy on Education (1986) and committees like Sarkar committee (1945), Thacker committee (1959), Rama Rao committee (1955) and other recommended it as a basic requirement for the elevation of the society.

The goals and targets in the Eleventh Five year plan (2007-12) was the intake of Technical Education institutions needs to grow at an estimated 15% annually, to meet the skilled manpower needs of our growing economy. It envisages establishing new institutions of Management, Technology, Industrial Research and Training, Planning and Architecture. On Vocational Education it envisaged to evolve a comprehensive scheme for our youth that would enable the country to

reap the scientific and demographic dividend.

## Status of Technical and Vocational Education in Nagaland

Technical Education in the state started in the year 1972 with the establishment of the first polytechnic, Nagaland polytechnic at Atoizu, (Zunheboto District) which was later renamed as Khelhoshe polytechnic. The Technical and Vocational Education in Nagaland is in the stage of infancy and very few in numbers. Nagaland has very limited infrastructure and facilities for Technical and Vocational Education. It is almost fully dependent upon central Government allocation/ Quota for sending its students for Technical Education particularly for Engineering, Computer and I T studies. The present scenario of Technical and Vocational Education in the State has the unfortunate reputation of being a dead- end, so far as of academic progression is concerned and for those pupils who are unable to continue higher education and also one of the major reasons contributing to the low profile of socio- economic development of the State.

**Table 1: Number of Technical and Vocational Institutions in Nagaland**

Category	Level	Name of Institutes	District	Management
I	Tertiary Level	NIT	Dimapur	Government
		NIELIT	Kohima	Autonomous
		SASRD (NU)	Dimapur	Government
		SETAM (NU)	Dimapur	Government
		ICFAI	Dimapur	Private
II	Secondary Level	Khelhoshe Polytechnic	Zunheboto	Government
		Zunheboto		
		ICIT	Mokokchung	Government
		Government Polytechnic	Kohima	Government
III	Elementary Level	Government ITI	Kohima	Government
		Government ITI	Mon	Government
		Government ITI (Women)	Dimapur	Government
		Government ITI	Mokokchung	Government
		Government ITI	Phek	Government
		Government ITI	Tuesang	Government
		Government ITI	Zunheboto	Government
		Government ITI	Wokha	Government
		Nagaland Tool room & Training centre	Dimapur	Government
		NIELIT Extension centre	Mokokchung	Autonomous

**Source:** 1. Directorate of Technical Education, Nagaland, Kohima,

2. MHRD: Department of Higher Education

3. AICTE approved Institutions (2015-16)

4. Directorate of Employment and Craftsmen Training, Nagaland

From the table-1, there are very few Technical and Vocational Institutes in Nagaland. There is a need to establish more institutes which covers more courses and programmes in Architecture, Town planning, Pharmacy and Applied arts and crafts, Hotel management and catering technology. There is no single college/institutes under Medicine and Pharmacy. It also shows that there are 8(eight) Government ITI's in 8 (eight) different district in Nagaland under the Department of Employment and Craftsmen Training. The department imparts training in 19 trades out of which 13 are engineering and 6 non- engineering trades.

### **Role of Technical and Vocational Education in Development**

Education in general and technical and vocational education in particular is important not only to the economic development, but also to the social and political development within nations and for individuals. Hallak (1990) argues that education is also linked to human resources development, and that this has an impact on more than just economic growth, but also an impact on the wider development of individuals and societies. Education, he argues, contributes to:

- Individual creativity, improved participation in the economic, social and cultural roles in society;
- improved understanding of an individual and their respect for others, thus promoting social cohesion and material understanding;
- improvement in health and nutrition;
- improved chances of economic development;
- improved technological development;
- socio-cultural change;
- democracy and equality; and
- ecological development/quality of life (increasing people's awareness of their environments).

According to Fagerlind and Shah (1989) the concept of 'human capital' suggests that education and training raises the productivity of workers, and increases their lifetime earning capacity. According to Alam (2007), governments perceive increased demands for skills when the labour supply shows rapid growth, when employment grows quickly, or when employment increases significantly. They argue that governments have called upon Vocational Education and Training (VET) systems to help unemployed young people and older workers get jobs, reduce the burden on higher education, attract foreign investment ensure rapid growth of earnings and employment, and reduce the inequality of earnings between the rich and the poor. But Zymelman (1976) Paschopoulos (1987) and Tilak (1998) argue that Technical and Vocational Education (TVE) provides a lower rate of return (ROR) than general education. However, Bennell (1996) rebuts this, arguing that even if TVE students are less 'academically brilliant', the ROR for TVE is still high. Colin (1999) suggests that TVE not only prepares skilled labour but also provides general education to the students.

Foster also (1965) aggressively criticizes that vocational school is a fallacy in development planning, and points out that vocational education can be effective if the acquired skills are utilized properly. Colin (1999) likewise says that TVE can play vital role for development planning, but he warns that if the policy makers do not make it up-to-date, and TVE schools do not have enough qualified teaching faculty and sufficient facilities to offer quality TVE, it will not be useful. He also claims that these are not limitations of TVE per se, but limitations of the educational policy of the country. Bennell (1996) says that though TVE has been a powerful influence in development planning; indiscriminately offering TVE may have negative impact on development.

Arriagada and Ziderman (1992) criticize TVE, saying does not pay an appropriate role in development and claim that the higher investment needed for TVE does not seem to be compensated for by high return. However his definition of TVE can explain a good significant role of TVE in development: "Vocationalization refers to effort by school to include in their curriculum those practical subjects which are likely to generate among the students some basic knowledge, skills and dispositions that might prepare them to think becoming skilled worker or to enter other manual occupations".

The World Bank Policy Paper on TVE (1991), says that to get the maximum benefit to national development from TVE certain factors must be considered:

- well-timed modern courses linked of local and global demand;
- relevant and up-to-date TVE courses need to be developed;
- proper justification in respect of individual country that at which level of schooling is best in offering TVE courses; and
- wider range of TVE courses need to be developed in terms of demand and cost effectiveness (not only for offering various courses but also for duration

of the courses, for student classification in terms of their merit, ages, job market, etc.).

Lewin (1993, p. 14) claims that TVE seems to allow us to "kill several birds with the same stone." Akyeampong (2002) points out that TVE in national educational system not only for its economic contribution but also for its cultural, social and political contribution. International Labor Organization (ILO) (2001) claims that TVE is intended as a bold and courageous step to undertake, with the changing scenario for economic life by developing human capital.

Dr. B.R. Ambedkar has rightly mentioned "No plan for the future development of the country can be deemed to be complete which does not provide for Technical and Scientific Training. This is the age of machines and it is only those countries in which Technical and Scientific Training have risen to the highest pitch that will survive in the struggle that will commence when the war is over, for maintaining decent standards of living for the people".

Technical and Vocational Education plays a vital role in human resource development by creating skilled manpower, enhancing industrial productivity and improving the quality of life of the people. In today's scientific and technological age Technical and Vocational Education system should be exposed to greater pressure for expansion. It is an instrument for making a remarkable contribution to economic growth of the State by way of suitable manpower production according to the needs of the industry, society and the global world as a whole.

Government of India has implemented a Technical Quality Improvement Programme (TEQIP) in December, 2002 with the assistance from the World Bank to improve the Quality of Education and enhance the capabilities of the Technical institutions to become dynamic, demand- driven, quality conscious and competitive at national and international levels. The programme was conceived and designed as a long term project to be implemented in 10-12 years in 3 phases to support excellence and transformation in Technical Education in the Country. The proposed reforms include faculty development, examination reforms, regular curriculum revision, introduction of semester system, focus on research and giving autonomy with the accountability. For Quality assurance at the State level actions that are required are:

- a. External monitoring of educational processes in all the Technical education institutions in the State.
- b. Coordinating teacher development programme for all institutions,
- c. Planned upgrading of infrastructure facilities,
- d. Offering incentives to institutions for their quality initiatives,
- e. Analyzing impact of States' Technical education system on society
- f. Setting up external review missions to assess quality of education and training being imparted in individual institutions
- g. Taking corrective actions on the basis of review reports, and
- h. Independent quality grading of institutions at the State level for encouraging competition among them for public knowledge.

### **Major Issues and Problems of Technical and Vocational Education in Nagaland**

Some of the main issues and problems are:

1. Limited institutions imparting Technical and Vocational Education due to continuous negligence and inadequate infrastructural and other facilities are increasingly getting infected with numerous problems.
2. Lack of qualified & quality teachers.
3. Non- availability of courses and programmes in new and emerging areas.
4. Lack of research and development in Technical & Vocational Education.
5. Inadequate financial resources.
6. Research and Post graduate education in Engineering is confined to only a few institutions.
7. Politicization of faculty, staff and students.
8. Strong skepticism about the realization of reform.

### **Suggestions**

1. To expand and upgrade Vocational education and Training
2. To expand and upgrade Higher and Technical Education
3. To promote Research in educational institutions

4. To make Technical and Vocational education system more flexible and inclusive for sustainable growth
5. To make investment in Technical and Vocational training institutes.
6. Properly qualified faculties may be ensured in the institutes.

**Conclusions**

Technical and Vocational Education is regarded as an investment in Education. Even though Technical and Vocational Education in Nagaland is in progressive way and the quality of education is declining. The question of quality is directly related to the quality of teachers, students and the infrastructure provided by the educational institutions. The level of competence of teachers, curricula, the standards of students intake, physical infrastructure etc are the major contributing factors in the deteriorating quality of education. Though it is steadily moving towards improvement but there is a dire need of implementing quality standards. Much research evidence showed that, technical and vocational education has a pivotal role in the process of development. In the present society, it is very difficult to think about development without technology. The present state and central governments are also stressing the need of technical and vocational education in the state of Nagaland for inclusive development.

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